|  |  |
| --- | --- |
| **PERSON SPECIFICATION:** | HIGHER LEVEL TEACHING ASSISTANT  |

| **Qualities** | **Essential** | **Desirable** |
| --- | --- | --- |
| **Education and Training** |  |  |
| HLTA status or equivalent | X |  |
| Hold relevant qualifications at a level equivalent to at least NVQ Level 3 | X |  |
| Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) | X |  |
| Specialist skills/training in curriculum or learning e.g. First Aid, EYFS, Phonics, bi-lingual etc. |  | X |
| Working at National Occupational Standards Level 4 |  | X |
| Training in relevant learning strategies and high quality interventions e.g. literacy. | X |  |
| Relevant degree |  | X |
| **Experience** |  |  |
| Understanding of how schools work – Key Stages, Assessment, SAT’s. | X |  |
| Experience of teaching whole classes |  | X |
| At least 5 years working knowledge and experience of implementing the requirements, guidance and other relevant learning programmes/strategies. | X |  |
| Good overall ICT competency. | X |  |
| **Specific Skills** |  |  |
| Ability to form and maintain appropriate professional relationships with children, teachers, support staff, parents/carers, governors, external professionals and agencies. | X |  |
| **Support for Pupils** |  |  |
| Ability to assess the needs of children and use detailed knowledge and specialist skills to support their learning. | X |  |
| Ability to organise and manage an appropriate learning environment and resources. | X |  |
| **Support for Teachers** |  |  |
| Ability to plan challenging teaching and learning activities with support from the teacher. | X |  |
| Ability to monitor, assess and report on pupil performance and development.  | X |  |
| Ability to model exemplary practice in terms of inclusion and supporting children with special educational needs and their families. | X |  |
| **Support for the curriculum** |  |  |
| Ability to prepare and use ICT resources effectively to support learning. | X |  |
| Ability to deliver local and national learning strategies  | X |  |
| **Communication** |  |  |
| Excellent communication skills both written and spoken. | X |  |
| Ability to liaise with parents, other professionals and outside agencies. | X |  |
| **Professional Development** |  |  |
| Constantly improve own practice/knowledge through self-evaluation, appraisal and learning with/from others. | X |  |
| Willingness to participate in all forms of professional development. | X |  |
| **Personal qualities** |  |  |
| Friendly, professional, smart and flexible. | X |  |
| A commitment to improving the academic standards of all children. | X |  |
| Commitment to equalities issues and to social inclusion. | X |  |
| Ability to work independently and as part of a team. | X |  |
| Ability to organise, lead and motivate others/a team. | X |  |
| Ability to supervise/manage work/development of some other support staff, volunteers. | X |  |
| **Other** |  |  |
| Good organisational and time management skills | X |  |
| Ability to encourage participation in structured and unstructured learning activities, including play (timetabled and during break times) | X |  |
| Being responsible for the safeguarding, health, safety and welfare of self, staff, visitors and children under your care and supervision. | X |  |
| **Good work record**Satisfactory referencesDBS clearance  | X |  |